DOCUMENT RESUME

ED 246 688 FL 014 503

AUTHOR Coombs, Virginia M.
TITLE Composition Skills in Intermediate German Courses.
PUB DATE Nov 84
NOTE 22p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Francisco, CA, November 24-27, 1984).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Course Descriptions; *German; Higher Education; *Peer Teaching; *Second Language Instruction; *Writing (Composition); *Writing Instruction; *Writing Skills
IDENTIFIERS Bucknell University PA

ABSTRACT

The composition segment of a fourth-semester college German course at Bucknell University is described. The segment was based on the beliefs that writing is a process, that meaningful response does improve writing, and that peer editing draws the students directly into the teaching process as they help to shape fellow students' writing at various stages in the multiple-draft process. Writing samples and peer-editing worksheets from the course are used to illustrate the progress students make as writers and editors. The writing assignments during the course consisted of three essays, an in-class theme, summaries from a text, and an essay written during the final examination. The peer editing process begins after the first draft of the first essay, with peer editors using worksheets to comment on grammar and content at first, and subsequently on sentence structure, syntactic variety, topic, and organization. The teacher then reviews and expands on the student editor's comments. The number of possible rewrites and the point in the process at which a letter grade is assigned are flexible. It is concluded that peer editing brings a new perspective to students' composition efforts, forcing them to write for a broader audience than just the teacher, and causes students to value each other's writing while supporting and reinforcing acquisition of second language communication skills. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED246688

Composition Skills in Intermediate German Courses

Virginia M. Coombs, Bucknell University

Composition exercises at the intermediate level are generally designed to allow students to express their ideas on a given topic in the foreign language. These regular writing exercises should not only focus on the students' ability to control grammatical structures, but should also attend to matters of topic organization, paragraph construction, and variety in sentence structure. A systematic presentation of composition skills such as these coupled with an emphasis on divisions within an essay comprise the writing component in my fourth semester German course. Writing at this level means activating the students' knowledge of grammar rules to a point beyond textbook exercises. Although we assume that students have mastered certain of these composition skills via traditional freshman year English courses, our students fail to see that these very skills also apply to writing in a foreign language. This simple fact is documented over and over again when we foreign languages teachers make the assumption that the basics transfer. The student proudly turns in the first compositon consisting of one long unorganized paragraph containing perhaps as many as three main ideas stated in general terms with no supporting evidence.

FL014503

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Virginia M. Coombs

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

The following discussion supports two beliefs for which there exists broad support among writing teachers in English composition courses. First, writing is a process and second, meaningful response does improve writing. Good writing evolves over a period of time as the text moves through the stages of planning, drafting and revising. When the writer stays with a piece of writing through several drafts, certain changes can take place, such as the reordering of ideas and new linguistic formulations. The notion of process is greatly enhanced by meaningful feedback. While experienced writers can frequently supply much of this needed feedback at certain stages in their writing, our inexperienced student writers seldom achieve the necessary distance from their writing to objectively critique what is on the paper before them. When student writers revise, they are generally reacting to a set of comments provided by the instructor. Other students, their peers, can also provide valuable feedback. The addition of peer-editing techniques draws the students directly into the teaching process as they help to shape fellow students' writing at various stages in the multiple draft process. Using two sets of writing samples (Appendix - I) taken from my fourth semester German class during the spring term 1983 and three examples of peer-editing worksheets (Appendix II-IV) which the students used to critique each other's writing, I will describe the progress which these students made, both as writers and as editors. Writing assignments during the semester included three essays, (here represented by the two writing samples), an in-class theme, summaries from Frisch's Biedermann und die Brandstifter,

and an essay written during the final exam. The three essay topics were taken from class discussion of readings in Sevin and Sevin, Zur Diskussion (New York: Harper & Row, 1979).

Teaching students to write clearly and to the point begins with the assignment. The directions in textbooks for themes usually provide the topic but little else in the way of strategies for preparing the theme. The topic of the first assignment as it appears in the Sevin text p. 177 is "Ist Ihre Stadt fortschrittlich in der Gestaltung und Verschönerung der Umwelt? Inwiefern (nicht)? Geben Sie Beispiele!" I focused the topic specifically to require the students to present information about the Bucknell community and the town of Lewisburg. My reformulation of the topic appears at the top of the assignment sheet (Appendix II- 1). In addition to specific directions for paper format, students receive directions concerning the purpose of the assignment; in this piece of writing the student is asked to state an opinion and support it. The topic requires supporting examples from two sources: the Bucknell campus and the community of Lewisburg. The last direction regarding coherent paragraphs serves to remind the students that this information must be organized irrespective of the language in which the ideas are being expressed.

The peer editing process begins after students have prepared a first draft. The idea that students should learn to value each other's writing turns out to be rather novel from

the students' perspective. The process is introduced to the class with brief remarks to the point that good writing should be shared with other writers and not only available to the instructor. Students come to appreciate the opportunity to correct spelling and grammatical errors on each others' papers before they are submitted for a grade, but more than correction of these surface features is involved. Student editors also learn to examine a piece of writing for its content and organization of information. The peer groups may result from a random exchange of papers or be more highly structured if the instructor selects particular students to work together. Ideally, groups with three members provide two sets of comments for each writer. Time considerations, however, frequently limit the group size to a pair of students providing one set of peer comments per draft.

The peer-editing sheets for all assignments ask for both the editor's and the writer's identity. Student editors perform their tasks with greater care when they do not remain anonymous. For the first assignment the editors divide their comments between two areas: grammar and content (Appendix II-2). Grammar errors are marked directly on the draft using a system of abbreviations, while comments on content are recorded on the peer editing sheet. Asking the editors to read for surface errors in subject-verb agreement, verb position, and correct case use after prepositions has two purposes. First, not all students are equally adept at finding and correcting their own errors, but they are able to spot them on other

papers. This type of objective editing task asks the editor to work with the language as presented on the paper. Second, multiple readings of a 150-word text create familiarity with the content, even if the ideas are poorly stated.

The job of editing ideas requires selecting parts of the essay and making specific comments. For easy reference to the various parts of the composition the editors number the paragraphs consecutively throughout. When commenting on a particular segment of the essay, the paragraph number provides a quick reference. Items 1 and 2 in the Content section of the peer editing sheet (Appendix II-2) require dissection of the data: 1) Copy the sentence which states the author's opinion in regard to the topic. 2) What examples are cited in support for a) Lewisburg b) Bucknell (use brief phrases and para. numbers)? What the editor finds or doesn't find and records under 1 and 2, provides possible responses for the third and fourth questions. Question 5 could be answered simply with a 'yes' or 'no', but at this point students are reminded that the editor's job is to be as helpful as possible. Item 6 asks for a specific suggestion for improvement; a first draft can always be improved upon. It is important that the student writer have some feed back in the form of one specific suggestion, even if it partially repeats the information already given in 3 or 4. Learning to edit, like learning to write effectively, takes practice. This first peer-editing

worksheet is designed to reinforce the editor's confidence in her work as well as to be helpful to the writer.

When the peer-editing tasks are completed, the editing sheet and the draft are returned to the writer. The students use the marked up first draft plus the editor sheet to rewrite their themes, taking into account as many of the editor's comments as they find valid. They do not have to accept every suggestion that an editor makes, but are asked to consider all of them. A normal time span between first and second drafts is three class periods. The first draft, the editor sheet, and the rewritten draft are submitted together for evaluation. These documents provide a record of the piece of writing over time, showing where improvement has indeed taken place or where the student has not spent much time on the assignment. Because the editor's sheet is turned in along with the essay, the instructor also has the opportunity to comment on the quality of the editor's work.

The instructor's comments should focus on the same aspects which the student editors were asked to address, otherwise it appears to the student that the teacher is looking for something else and the peer editing seems to be a waste of time. By using the same set of editing tasks when commenting on papers, the instructor can reinforce the student editor's comments or supply another viewpoint. Most writing teachers are probably guilty of making comments in the margins of papers such as "awk" or "syntax" or "non seq". These notations rarely prove helpful to the students, because they are not specific

enough about the problem; this is especially true when the students are writing in a foreign language. Comments in the form of direct questions which focus on specific sentences or paragraphs let students reconsider the language of their formulations and remove the temptation on the part of the instructor to rewrite the sentence. Some example comments are: "1) How does the topic in paragraph #2 differ from that in paragraph #3? ; 2) Could these paragraphs be combined?; 3) I find three separate ideas in paragraph #4; which do you intend as the main idea? Are the others subordinate to it or equally important? If equally important they should form separate paragraphs."

The student has three class periods to revise the intermediate draft and resubmit it to the instructor for a final evaluation. Depending on how the instructor handles evaluation of the intermediate draft, with or without letter grades, the letter grade assigned to the rewritten draft can be weighted to accomodate a grade on an earlier draft. A provisional grade on the intermediate draft lets the student know what level the piece of writing has attained. Eventually the number of rewrite opportunities becomes flexible, so that the student decides at what point to accept a letter grade.

The writing samples from the first assignment (Appendix I), representing the intermediate and final drafts, are reproduced without grammatical corrections, so that the different types of composition problems apart from those of a

grammatical nature are represented. In sample A the second paragraph continues the same topic as in the preceding one; some rethinking is in order. The second version demonstrates an attempt to integrate the ideas. If the student had had yet a fourth opportunity to work through her ideas, a reordering of the individual sentences to produce a stronger introductory statement would have been my response to the organizational aspect of the draft. Sample B contains excerpts from one student paper which illustrate the problem which many intermediate level language students have: formulating ideas clearly with a limited vocabulary. Employing less complex syntactic constructions with more control of the grammar brings out the idea much better, even though there are still some problems with the word choices. The C-sample reveals a favorite construction of intermediate level students: es gibt .... Students resort to it because they have not acquired a large enough verbal vocabulary to express their ideas in other terms. In this case the instructor should note possible alternatives from which the writer can choose.

The second writing assignment is given following several class periods devoted to the topic of the future and man's existence on this planet. The topic, "Die Drohung eines Atomkrieges", is too unwieldy for a 250-word essay unless further qualifications are clearly stated. Subtopics phrased as questions provide four specific areas to be addressed. Getting started begins in class with a pre-writing activity designed to elicit the necessary vocabulary. The instructor

brings to class a prepared list of essential vocabulary items. Only after the students have collectively brainstormed and the blackboard is covered with their ideas in words and phrases, should the instructor fill in any missing items. All nouns are listed with gender designations, all verbs with principle parts, all idioms with required cases for prepositions, etc. This activity anticipates vocabulary needs and thus wards off excessive misuse of the dictionary.

The peer-editing process and instructor evaluation proceed as for the first assignment. The second peer-editing sheet (Appendix III) focuses on sentence types and syntactic variety within sentences. At the intermediate level students need to be challenged to experiment with different sentence structures. The extremely careful conservative student who masters the grammatical principles of simple sentences with Subject-Verb-Object word order and approximately 5-8 words per sentence produces a very boring essay. In an effort to juggle vocabulary and grammar rules in individual sentences, these student writers seldom realize that they are writing all the same type of sentence until they are confronted with visual evidence. For this reason the peer editors analyze both sentence type, simple or complex, and sentence structure, the arrangement of information in the sentence. The editor picks a paragraph from the body of the paper and visually represents the length of the sentences with a bar graph. The analysis of the syntactic structure is accomplished by counting the number of times the sentence begins with the subject or with something

other than the subject such as a clause, an adverb, a prepositional phrase or the object. The editor uses these two types of information to suggest to the writer the possibility of varying both the length and structure of sentences. The writer should analyze the remaining paragraphs in a similar manner while preparing the next draft.

Sample texts from the second assignment are reproduced in their uncorrected prose forms, supplemented by a visual representation of relative sentence lengths in bar graphs and sentence structure descriptions.(Appendix I). In sample A the writer has used the subject-verb structure in four of the five sentences in the paragraph. The sentences become progressively longer ranging from nine to sixteen words. The rewritten version contains two new sentences, but the overall sentence structure for the paragraph still employs the subject-verb structure in six of the seven sentences. The intermediate draft of sample B contains five sentences, all with subject-verb structure. In the rewritten version no new sentences have been added, but the syntactic structure of the original sentences varies considerably. Although the length of these four sentences is approximately the same, the variety in structure somewhat obscures this fact. These samples are not intended to suggest that variety in sentence structure or sentence length will solve the problem of 'flow' within a paragraph, however useful editing techniques such as the bar graph and a tally of the sentence structures do make writers

more aware of the need for a balance in both sentence type and sentence structure in the text.

The third essay assignment lets the student choose one of two topics: "Der Einfluß von Sex und Brutalität im Fernsehen" or "Wir schlucken zuviele Pillen" (Sevin and Sevin p. 192). That the topic of sex and violence on television proved to be the more popular topic, was not apparent until the students brought their first drafts to class for the peer-editing session. The peer-editing sheet used with a multiple-topic assignment such as this one must be designed to apply to all topics.

The third peer-editing sheet (Appendix IV) is divided into four sections: topic, organization, sentence structure, and recommendations. Since this particular writing assignment requires the student to take a stand, to affirm or deny the claim made in the topic phrase ("Der Einfluß von Sex und Brutalität im Fernsehen" or "Wir schlucken zuviele Pillen"), the student editor is asked to evaluate the way in which the topic is presented and to list the supporting examples which the writer has used. The Organization section asks the editor to identify transitions between paragraphs and analyze the conclusion section. Creating transitions and writing a conclusion which does more than restate the introduction are difficult composition skills irrespective of the language in which the information is being presented. The editing tasks demand more subjective types of decisions about the piece of

writing, but at this point in the semester students have gained confidence in their abilities as editors, and are not intimidated by these tasks. Although in-class time permits only one segment of the draft to be analyzed, the students are encouraged to analyze all other paragraphs themselves or to ask their editors to do so. The third section on sentence structure focuses again on sentence variety. This peer-editing sheet like the previous two contains a recommendation section. By the time the student editor has worked through the draft and filled out the peer-editing sheet, the data on this sheet should suggest areas for improvement on the next draft.

Writing skills improve through constant practice. Using a multiple draft system rather than a series of individual topics with no rewrite opportunities produces better writing. Many students need that first draft to get started, to get some ideas on paper without the pressures of a single opportunity to get everything right. A clearer formulation of ideas results from rethinking ideas. The essay that evolves over time with the benefit of criticism from both students and instructor before a letter grade is assigned assures that several persons have read what was written, and that the piece of writing does not come out of the typewriter with no one's, not even the student-author's eyes having passed over the prose. The peer editing process brings a new dimension to student writing, because students learn to write for a broader audience than just the instructor. Through peer-editing they participate in the teaching process and they learn to value each other's

writing, by taking a friendly critical stance towards each other's work. Teaching composition in this manner supports and reinforces the acquisition of second language skills, focusing directly on the communicative competence which a student can achieve in a second language.

Appendix I: Writing Samples

Essay #1

A. Lewisburg und Bucknell sind ziemlich vorschrittlich in der Gestaltung und Verschönerung der Umwelt. Die Beide versuchen die Umwelt zu schützen. Auch versuchen wir, das Publikum, über die Umwelt bekannt zu machen. Weil wir so klein sind, müssen wir mit den anderen Städten in der Nähe arbeiten.

Lewisburg und Bucknell sind sehr sauber, und möchten da so bleiben. Die Beide haben viele Grüne: Bäume, Gras und ein Park. Bucknell und Lewisburg machen nicht viele Verschönerung.

Lewisburg und Bucknell sind ziemlich fortschrittlich in der Gestaltung und Verschönerung der Umwelt. Die Beiden versuchen die Umwelt zu schützen. Auch wollen wir, das Publikum, über die Umwelt gewahr zu werden. Lewisburg und Bucknell sind sehr sauber und möchten so bleiben. Die Beiden haben viel Grün: Bäume, Gras und Parks. Aber weil wir so klein sind, müssen wir mit den anderen Städten in der Nähe arbeiten.

B. ... Um Lewisburg saniert der Susquehanna zu einen saubern Fluß, ohne den Gestank oder den Staub.... Auch eine mehr Verschönerung machten die Einwohners und einige Studenten von Bucknell im Lewisburg...

Ein Fluß, der Susquehanna, fließt durch die Stadt. Er war schmutzig und dreckig aber die Verwaltung des Umweltschutzes verschönert den Fluß.... Im Lewisburg machten die Bewohners zusammen mit einigen Studenten von Bucknell einandere Verschönerung.

C. Es gibt hier wie andere Städte Abfall in den Straßen und dem Fluß. Es gibt auch Fabriken mit Schornsteinen.... Es gibt viele Bäume....Es gibt auch nicht viel Handschrift....

Man sieht hier wie in anderen Städten.... Lewisburg hat auch Fabriken.... Es gibt viele Bäume.... Man findet auch nicht viel Handschrift....

Essay #2

A. Ein Atomkrieg ist nicht etwas, daran wir immer denken. Wenn wir aber daran denken, fürchten wir uns davor. Wir ärgern uns, und fragen uns, ob wir eine Zukunft haben. Die meisten Leute in der Welt haben keinen Einfluß über dem Benutzen unserer Atomwaffen. Wenige Leute wollen, daß ihr Steuergeld für die schon zu große Sammlung der Atombomben ausgegeben werden.

1. _____ (9) S-V-C
2. _____ (9) CL-V-S
3. _____ (11) S-V-O
4. _____ (14) S-V-O
5. _____ (16) S-V-CL

Ein Atomkrieg ist nicht etwas, an den wir immer denken. Wenn wir aber daran denken, fürchten wir uns davor. Wir ärgern uns und fragen uns, ob wir eine Zukunft haben. Die meisten Leute in der Welt haben keinen Einfluß über das Benutzen unserer Atomwaffen. Wur müssen aber immer über die Vermehrung der Waffen in unseren Zeitungen lesen. Wenige Leute wollen, daß ihr Steuergeld für die schon zu große Sammlung der Atombomben ausgegeben wird, aber was können sie tun? Es ist nicht möglich "Mein Steuergeld ist nicht für die Bomben" sagen.

1. _____ (3) S-V-O
2. _____ (9) CL-V-S
3. _____ (11) S-V-O
4. _____ (14) S-V-O
5. _____ (13) S-V-O
6. _____ (21) S-V-CL
7. _____ (12) S-V-O

B. Wir sind von einem Atomkrieges bewußt. Wir lernen über die Drohung von der Zeitung, dem Fernsehen und Magazinen. Aber wer an Bucknell beeinflüßt die Drohung uns nicht. Wir sind von der Welt ein bißchen abgetrennt. Wir leben von Tag bis Tag mit der Kenntnis im Rücken dem Verstand, daß ein Atomkrieg ausbrechen kann.

1. _____ (6) S-V-O
2. _____ (12) S-V-O
3. _____ (9) S-V-O
4. _____ (8) S-V-O
5. _____ (18) S-V-O

Von der Drohung eines Atomkrieges sind wir uns bewußt. Wir lernen über sie von der Zeitung, dem Fernsehen und Magazinen. Aber hier beeinflüßt die Drohung den Bucknellians nicht. An Bucknell sind wir ein bißchen von der Welt abgetrennt. Wir leben von Tag zu Tag mit der Kenntnis, daß ein Atomkrieg irgendeinem Tag ausbrechen kann.

1. _____ (9) O-V-S
2. _____ (11) S-V-O
3. _____ (8) O-V-S
4. _____ (10) O-V-S
5. _____ (16) S-V-O

Appendix II

GR 104 Aufsatz No. 1

das Thema: Sind Lewisburg und Bucknell fortschrittlich in der Gestaltung und Verschönerung der Umwelt?

1. length of essay: approximately 200 words
2. write on every other line
3. use only the vocabulary from class discussion or that in the texts we have read. Check the gender of nouns before you write!

Structure of the essay

1. The essay topic is asking for your opinion. Your essay should have a clear statement of your opinion in the introduction.
2. You must support your opinion with specific examples. Think about what the environment is like in Lewisburg and at Bucknell, think about what measures both the town and the university are taking to insure that our environment remains relatively safe and clean. If you believe the opposite is true state specific examples to support your beliefs.
3. Organize your ideas into coherent paragraphs.

Additional vocabulary aids:

r Umweltschutz - environmental protection
r Abfall, ¨e garbage, trash
s Abwasser, - sewage
e Verschönerung, -en beautification
e Gestaltung, -en forming, shaping
e Wiederverwertung, -en recycling
e Verwaltung, -en administration (the city gov't)
e Flasche, -n bottle
e Dose, -n can
e Spraydose, -n spray cans

wiederverwerten - to recycle
verbessern - to improve
verwalten - administer
verschönern - to beautify, improve

GR 104 Aufsatz No. 1 Author _____

Peer Editor _____

I. Grammatical features

1. First Reading: Check for subject and verb agreement and correct verb forms by first underlining each subject and each verb form. Where an error occurs put a in the left margin.

2. Second Reading: Check for word-order in all sentences and clauses. Where an error occurs put a + in the left margin.

3. Third Reading: Check for correct case use with prepositions. If you are unsure (an idiomatic expression, a wrong preposition) raise your hand for help. Once you have established that an error exists put a 0 in the left margin.

4. Fourth Reading: Check for adjective endings; use the chart in the book for reference. Where an error occurs put an X in the left margin.

II. Content

*Number the paragraphs consecutively.

1. Copy the sentence which states the author's opinion in regard to the topic:

2. What examples are cited in support for: (use brief phrases and para. numbers)

   a) Lewisburg:

   b) Bucknell

3. Which paragraphs should be revised in terms of the organization of ideas?

4. Which paragraphs should be revised in terms of grammar concepts?

5. Has the author used vocabulary from the text and classroom discussion as indicated in the instructions for the assignment?

6. Make one specific suggestion to the author about reworking this theme.

Appendix III

Aufsatz No. 2

Editor _____

Author _____

Thema: Die Drohung eines Atomkrieges

a) Wie wahr ist die Drohung?
b) Wie beeinflusst sie unser Leben?
c) Welche Ausweichmöglichkeiten gibt es?
d) Wie schildern die Literatur und die Musik diese Drohung?

Read the entire draft before you complete the following editing tasks.

I. Content

1. Number each paragraph in the draft in the left column.

2. Write down the topic sentence of each paragraph (not necessarily the first sentence).

   1.

   2.

   3.

   4.

   5.

   6.

   7.

3. Match the paragraph numbers with the subheadings of the topic labeled a-d above.

   a)

   b)

   c)

   d)

4. Which subtopic is developed most completely?

5. Which subtopic needs more work?

6. How has the writer organized the topic (i.e. addresses each subtopic separately with examples, combines subtopics with examples, random selection of subtopics, etc.)

II. Sentence Structure

Pick the second or third paragraph and analyze the sentence structure.

Paragraph _____.

1. Do a word count for each sentence and draw a bar graph for all sentences in the paragraph.

2. How many sentences consist of a main and dependent clause? _____

3. How many sentences begin with the subject? _____

4. How many sentences begin with a subordinate clause, prepositional phrase or ad adberb? _____

5. How many sentences begin with Es gibt? _____; with man? _____

6. Has the writer used good variety in regard to sentence structure? Comment.

III. Recommendations

1. Make one specific recommendation to the writer which will help him/her makke this paper better.

To the author: Evaluate your editor: _____ helpful

_____ not helpful

Appendix IV

GR 104 Aufsatz No. 3 Editor _____

Author _____

Read the entire draft before you complete the tasks below.

A. Topic

1. What is the topic of this paper? How do you know?

2. How is the topic of the essay introduced?

3. Write down the sentences which clarify the writer's position.

a)

b)

c)

d)

4. What specific examples does the writer use to support his/her position?

a)

b)

c)

d)

B. Organization Work with any 2 consecutive paragraphs for No. 1 and No. 2.

1. What is the relationship of ideas between the paragraphs?

2. What transitions are provided between the paragraphs?

3. Does the author offer a conclusions?

4. If "yes" in No. 3, is the conclusion more than a restatement or repetition of the introduction? Comment.

5. If "no" in No. 3, offer a <u>strategy</u> for preparing a conclusion from the material in this draft. (DO NOT write the conclusion for the author!)

C. **Sentence Structure** Pick either the second, third, or fourth paragraph.

Para. _____

1. Do a bar graph of the sentence length.

2. How many sentences contain <u>both</u> a main clause and a dependent clause?

_____

3. How many sentences begin with a dependent clause?

4. How many sentences begin with an adverb or a prepositional phrase?

5. In your opinion, has the author used good variety in sentence structure?

D. **Recommendations**

1. What is the strength of this paper?

2. Make one recommendation for improvement.